DOCUMENT RESUME

ED 214 859 SP 019 461

AUTHOR	Sterling, Carol; And Others
TITLE	Support for School Arts Programs. A Sourcebook of Ideas for Promotion of Any School Program. How To Do It.
INSTITUTION	Educational Improvement Center-Central, Princeton, NJ.
PUB DATE	Sep 81
NOTE	38p.
AVAILABLE FROM	Educational Improvement Center-Central, 3684 U.S. Route #1, Building #1, Princeton, NJ 08540 ($2.00).
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Advocacy; Art Education; Budgeting; Educational Legislation; Financial Support; *Fine Arts; *Lobbying; *Mass Media; Program Development; *Publicity; *Public Relations; Resource Allocation

ABSTRACT

This booklet was designed as a guide for arts educators and contains ideas that can be used to generate interest and support for school arts programs. The first section is devoted to public relations. It contains suggestions on dealing successfully with the media in promoting arts programs. Included are such topics as getting coverage for arts events, establishing good public relations with individuals who can help to publicize events, and writing news releases. Section 2 offers suggestions on how to build support for an arts program by forming support committees, obtaining support from other organizations and groups, conducting effective committee meetings, and public speaking. In the third section, a discussion on forming a united effort to find financial support for an arts program emphasizes organizing a team effort that will be an effective tool for active advocacy of the arts. A resource directory of advocacy groups in New Jersey is included in this section. Section 4 presents suggestions on how to influence state legislators on funding for arts programs. Ways of creating legislator interest in a bill, obtaining community support, and establishing relationships with people who can assist in bringing pressure on the legislature are outlined. Three sample letters to legislators are included. The final section offers a list of New Jersey arts organizations and agencies that can help promote arts programs. (JD)

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SUPPORT FOR SCHOOL ARTS PROGRAMS

A Sourcebook Of Ideas For Promotion Of Any School Program

How To Do It

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Foreword

The Arts Education Project at the Educational Improvement Center-Central has placed top priority on the development of "Gaining Support for School Arts Programs" materials. Our purpose is to share with arts educators and all members of the educational commuinty timely ideas that can be adapted to generate district interest and community support for arts programs.

We believe that being professional arts educators involves taking personal responsibility for the integrity, promotion and expansion of one's program. In these budget-conscious times, if arts education is to continue to survive and flourish it must be visible and demonstrate its value to all members of the community -- administrators, parents, business people, tax paying public and most important of all, legislators.

As Arts Educations Consultants for the Educational Improvement Center-Central for the past two years it has been our privilege to have worked with thousands of arts educators and "Friends of Arts Programs" in the central region and throughout the State of New Jersey. This booklet has been developed based on the recommendations and suggestions of innumerable individuals, members of the four Regional Arts Education Task Forces throughout the State and arts organizations. People who have given unstintingly of themselves in sharing their good ideas of what has worked for them. We are most grateful to these individuals who are committed to the importance of arts programs for New Jersey students.

We congratulate you, the reader, for recognizing the importance of promoting your school arts program and the residual long range implications of your efforts. We can assure you that the results of making your programs more visible, articulating the importance of the arts before school and community members and organizing your efforts to gain support for funding will have positive effects. You will bring credit to your program but you will also stimulate and inspire such activity in other arts programs throughout the state of New Jersey.

We invite you to call upon us and share the results of your labors with us. In the years ahead as we strengthen our advocacy skills on a local, regional and statewide level we hope to develop even more effective strategies for future efforts.

A special thank you to Roberta Glassner who has worked closely with the Arts Education Project in synthesizing, editing and organizing these materials. We appreciate the dedication, vision and vitality she has demonstrated in creating a practical sourcebook for all people who care about promoting a school arts program.

Mary Jane Bolin
Carol Sterling
Arts Education Consultants

September 1981

Support for School Arts Programs:
A Sourcebook of Ideas for Promotion
of any School Program

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THE PROMOTION OF THE ARTS IS

THE RESPONSIBILITY OF ARTS EDUCATORS

1

THE POWER OF PUBLIC RELATIONS

THE POWER OF PUBLIC RELATIONS

IT WORKS WITH MOUTHWASH. WITH DETERGENTS AND BEER.
IT WORKS FOR POLITICAL AND SOCIAL CAUSES.

PUBLIC RELATIONS...THE AMERICAN WAY TO PROJECT A PRODUCT...TO SELL A CONCEPT.

CAN IT WORK FOR ARTS EDUCATION?

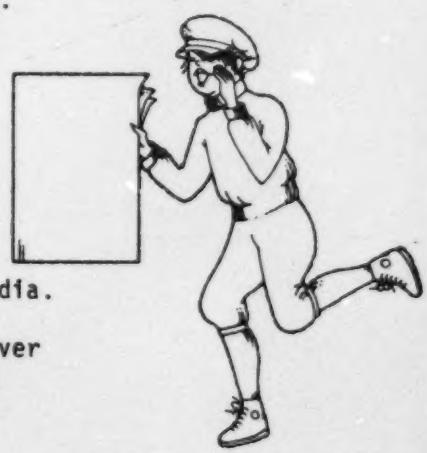
NO QUESTION ABOUT IT. BUT IT TAKES EFFORT. A LOT OF IT. INDIVIDUAL AND COLLECTIVE EFFORT. AND TIME. AND INGENUITY.

EVERYTHING YOUR STUDENTS DO IN THE ARTS IS TANGIBLE EVIDENCE OF THE ENERGY, INSPIRATION, AND SHEER JOY OF THEIR ARTS EXPERIENCES. THEIR CREATIVITY DEMANDS TO BE PUBLICIZED, FEATURED, PROMOTED.

AND IT MUST BE.

BECAUSE TODAY THE ONLY WAY TO KEEP ARTS EDUCATION ALIVE IS BY WINNING WIDESPREAD SUPPORT. AND THE BEST WAY TO WIN THAT SUPPORT IS THROUGH HIGH VISIBILITY...THE KIND OF VISIBILITY THAT RESULTS FROM ACTIVE PUBLIC RELATIONS.

KEEP YOUR STUDENTS AND YOUR PROGRAMS IN THE PUBLIC EYE!



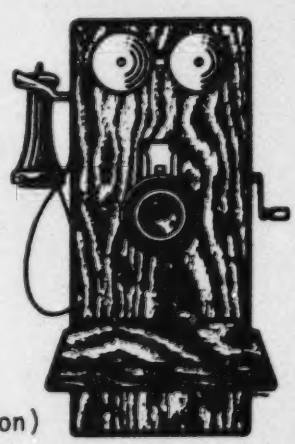
THE MEDIA NEED YOU

The dominant public relations force in our society is the media.

Newspapers are hungry for feature stories; television can never get enough of them. Radio and TV stations, as well as cable networks, are obliged by law to give air time to the public.

Give the media what they want. Make your school an endless source of material about its arts programs.

Together with other arts teachers in your school, make sure every member of the school board, every administrator, parent, taxpayer, community leader, and legislator in your district knows the terrific things you and your students are accomplishing.



HOW DO YOU START TO PROMOTE THE ARTS IN THE MEDIA?

By establishing contacts.

WHO ARE YOUR CONTACTS?

- Weekly newspapers: usually the editor
- Daily newspapers: may be the education editor, city editor, or cultural affairs reporter
- TV/radio stations: either the news director or education news reporter (Call the program director of the station for the name of the appropriate person)

WHAT COMES NEXT?

- Arrange to visit the contact
- Establish a relationship
- Learn about deadlines, formats, requirements, and special areas of interest
- Find out how to arrange for coverage by a reporter and photographer or a TV crew

HOW OFTEN DO YOU TOUCH BASE?

Try to offer a lead to your contact at least once a month...even if it's just a photo accompanied by a 50-100 word description of a project.

WHAT IF YOU CAN'T GET COVERAGE OF AN EVENT?

- Cover it yourself and hand deliver your story to your contact
- Always submit original pages of your story, never a copy
- Take photos of students and their works in progress, as well as of finished products
- Photos should be black and white glossy 8x10 prints, with label on the back identifying (L to R) the persons (name & title) and the activity
- Some papers will accept smaller prints. Find out if yours will.

See HOW TO DO IT on page 4 SAMPLE NEWS RELEASE

WHAT KINDS OF EVENTS MAKE GOOD PUBLIC RELATIONS?

Special events have built-in appeal -- to the press and to the public. But anything that has human interest...an unusual angle...is innovative...or involves the community will work just as well.

See HOW TO DO IT on page 5 PUBLIC RELATIONS IDEAS

WHAT ABOUT NON-NEWS PUBLIC RELATIONS?

- The Letters to the Editor column is a good alternative those months when you have no feature or news story
- Submit a letter attesting to the value of the school arts program from...a concerned parent, an educator, a celebrity, a student, or any prominent member of the community
- Submit a letter expressing the pleasure derived from a concert, exhibit, or play from...a senior citizens group, a service organization, a social club, the PTA, a parent or a student.

VISIBILITY IS THE KEY

1

SAMPLE NEWS RELEASE

8½"

Organization
Address

XXXXXXXXXXXXXX
xxxxxxxxxx
xxxxxx

Contact/phone #

XXXXXX: _____

FOR IMMEDIATE
RELEASE

FOR IMMEDIATE RELEASE

Headline (1/3 down)

XXXXXXXXXXXXXXXXX

1st paragraph:
who, what, when,
why, where, how

Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

xxxxxxxxxxxxxxxxxxx

Double spacing

xxxxxxxxxxxxxxxxxxx

1½" margin sides
& bottom

11"

End (or #)

- end -

If continued

- more -

Page 2 number
Abbreviated headline
(slug)

2
XXXXX

End

#

9

1

PUBLIC RELATIONS IDEAS

EVERY ONE OF THESE IDEAS HAS THE POTENTIAL FOR A GOOD FEATURE STORY. EVERY ACTIVITY IS ONE THAT CAN BE PHOTOGRAPHED.

USE THESE AS A BASE. THINK OF IDEAS OF YOUR OWN. JUST LOOK AROUND YOUR CLASSROOM, YOUR SCHOOL.

THERE'S MATERIAL THERE JUST WAITING TO BE PUBLICIZED. DON'T LET IT WAIT A MINUTE LONGER.

PUBLIC RELATIONS WORKS.

WIN SUPPORT FOR YOUR ARTS PROGRAMS BY MAKING IT WORK FOR YOU!

CELEBRITY SPEAKER	Well-known graduate (e.g., artist, writer, musician, actor) speaks on value of his/her arts education before the student body and Board of Education. Story & photos.
OPEN HOUSE NIGHT FOR THE ARTS	Student exhibits and demonstrations, along with guest participation (jam session, warm-up exercises). Story & photos.
SERVICE CLUBS, SENIOR CITIZENS	Choral or band concert, art exhibit, performance for local groups, senior citizens home or club, hospital. Leave something tangible behind -- a bright, colorful poster commemorating the event. Story & photos.
LOCAL TALENT	Trip to community theatre goup in rehearsal, with a reciprocal invitation to attend rehearsal of school play. Each experience followed by discussion and question and answer period. Story & photos.
GUESTS OF HONOR	A special guest at an event adds special interest. Story & photos.
PROFESSIONAL ARTIST	Professional working with students and sharing his/her expertise in a series of classes. Story & photos.
UNUSUAL INDEPENDENT ACTIVITIES	Arts teacher in special summer studies program, students' special outside projects and involvement -- summer stock. music or art camp, jazz or rock band. Story & photos.
AMERICAN EDUCATION WEEK & YOUTH ART MONTH	Designated occasions are ideal times to intensify public relations and promotion of programs. The media are looking for good stories.

TO SURVIVE, ARTS EDUCATION MUST HAVE SUPPORT FROM EVERY POSSIBLE SOURCE

2

SUPPORT...
AND HOW TO GET IT

SUPPORT FOR THE ARTS IN EDUCATION

TO SURVIVE IN THESE BUDGET-CUTTING TIMES, ARTS EDUCATION MUST HAVE SUPPORT.

SUPPORT FROM EVERY POSSIBLE SOURCE...EDUCATORS, ADMINISTRATORS, SCHOOL BOARDS, LOCAL AND COUNTY OFFICIALS, STATE LEGISLATORS, THE COMMUNITY, PARENTS, SERVICE CLUBS, BUSINESSES, ARTISTS, JUNIOR LEAGUE.

SUPPORT STRONG ENOUGH TO CONVINCE YOUR BOARD OF EDUCATION THAT THE COMMUNITY SOLIDLY BACKS ITS ARTS PROGRAMS...

SUPPORT THAT PROVES TO ELECTED OFFICIALS THAT THEIR CONSTITUENTS ARE DEEPLY CONCERNED ABOUT ARTS EDUCATION IN THEIR SCHOOLS.

THAT KIND OF SUPPORT IS NOT WON EASILY. IT HAS TO BE SOUGHT OUT, NURTURED, ENCOURAGED.

AND ONCE YOU DO WIN IT, YOU HAVE TO WORK AT KEEPING IT.

HOW DO YOU START BUILDING SUPPORT FOR ARTS EDUCATION?

In addition to all teachers can do through the school, a "Support School Arts Committee" can be very effective.

HOW DOES SUCH A COMMITTEE GET STARTED?

At first, with a basic steering team...a small number of people with an interest in preserving arts education.

WHAT SHOULD WE ACCOMPLISH AT OUR INITIAL MEETING

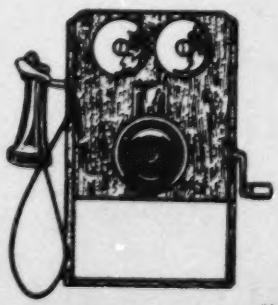
A list of prospective members must be drawn up...those who will have the time, energy, and willingness to participate in the group on a year-round basis.

ANY SUGGESTIONS FOR PROSPECTIVE MEMBERS?

- administrators
- school board members
- arts teachers
- non-arts teachers
- parents
- junior league
- influential members of the community
- local politicians
- art shop or gallery owners
- community theatre people
- music shop owners or music teachers
- heads of local arts councils
- museum staff
- professional artists

WE HAVE OUR LIST. NOW WHAT?

Set up the time and place for your next meeting. Make phone calls.



WHAT SHOULD WE ACCOMPLISH AT OUR FIRST FULL MEETING?

First, plan your strategy: Why are we here?
What are our objectives?
How can we achieve them?
What is our first project?

NEXT?

Second, establish deadlines: When should our first project be completed?
What is the timetable for our long-range goals?

And third, make assignments: Name a committee chairperson
Assign a task to each person in the group

BACK TO NUMBER ONE. WHAT'S THE BEST STRATEGY?

. Start by selecting a single event to launch the group
. Choose one that's exciting, that lends itself to publicity and good press coverage...BUT AT THE SAME TIME IS REALISTIC IN TERMS OF YOUR GROUP'S RESOURCES
. Then draw up a calendar of events designed to keep the arts prominent throughout the year

OBJECTIVES

. To vividly demonstrate to all the role arts education plays in a child's educational experience

. To show the value of the arts in a child's total development

. To demonstrate the integration of arts and basic skills in education

MOVING ON, WHAT KINDS OF ASSIGNMENTS SHOULD BE MADE?

Liaisons with:
. social service groups
. PTA
. Board of Education
. other school districts
. local government

People to handle:
. mailing
. telephones
. publicity
. special events
. information gathering
. transportation
. fundraising
. coordination, etc.

AND a person(s) with writing skills, preferably with press experience, to deal with the media.

WHAT KINDS OF PROJECTS ARE MOST EFFECTIVE?

See HOW TO DO IT on page 10
SUPPORT-WINNING IDEAS

HOW CAN WE EXPAND BEYOND OUR OWN GROUP?

Contact neighboring school districts. Find out what they're doing, if there's a project on which you can collaborate.

Get in touch with your local Arts Council and the State Arts Council.

WHAT ELSE CAN WE DO?

To be effective in gaining support, you must touch every base.

Develop an active speakers bureau. Advise social clubs, service organizations, PTA, etc., of your speakers and their topics.

Offer to appear with a brief presentation that both informs and entertains... including, of course, positive statements about the school arts program.

If the presentation is not in the form of a live program, support the speaker with visual aids.

See HOW TO DO IT on page 11
SPEAKING IN PUBLIC

AND MORE?

Always. Issue monthly updates on the progress of the arts program, or...

Provide principals and the superintendent with information from arts teachers for monthly updates to parents and the Board of Education.

Include on-line quotes from students about how they feel about what they're doing, what they're putting into their work, what they're getting out of it.

If possible, use photos...at least one group shot or, still better, individual shots of students at work.

IMPORTANT TO REMEMBER

- A SUPPORT PROGRAM IS DOUBLE-BARRELED: A COMBINATION OF INFORMATION AND PROMOTION
- YOUR GOAL IN ALL YOU DO IS TO STRESS THE POSITIVE VALUES OF THE ARTS IN THE EDUCATIONAL PROCESS
- YOUR GROUP'S EFFORTS MUST BE UNCEASING, NEVER MISSING A CHANCE TO PROMOTE AND PUBLICIZE
- WHATEVER ELSE YOU DO, YOUR PRINCIPAL SUCCESS WILL COME FROM INVOLVING THE COMMUNITY ON THE LOCAL LEVEL

2

SUPPORT-WINNING IDEAS

REACH OUT TO ORGANIZATIONS

In your town and in your district, compile a list of every

- political group
- service club
- social club
- charitable organization
- professional association
- senior citizens group

Indicate the name and phone number of the contact person in each group. Inform all of the availability of your speakers and offer to present a program.

FRIENDS OF THE ARTS

Set out sign-up sheets at all events, in-school and out. When support is needed, these lists can be critical.

CERTIFICATES OF SUPPORT

Hand letter or have printed certificates "I support arts in education in (city) schools." Encourage store owners to display certificates prominently on their walls. This also makes a good newspaper story, with photos and publicity for all.

BUTTONS, BUMPER STICKERS & T-SHIRTS

Same message as above. Make these colorful, attractive and available at all events. May also be used to raise funds for a special project.

EXPLORE WORK/STUDY INTERNSHIPS

Identify artists in the community willing to accept student apprentices. Also a good PR feature story with photos.

BACK TO SCHOOL NIGHT

Demonstrate - have students engaged in arts activities
Involve - invite parents to take part in activities
Show - display student artwork throughout the building
Decorate - refreshment area, entrances
Publicize - have students make a large banner announcing the night. Photograph them hanging it in front of the school
Promote - place posters in all store windows

HOLIDAYS

Don't let one pass by without active arts participation. A parade is ideal: the band plays, the art department carries a banner supporting the event...and arts education.

"MILLARD C. FILLMORE HIGH SCHOOL

ARTS DEPARTMENT

SALUTES MEMORIAL DAY"

2

HOW TO DO IT

SPEAKING IN PUBLIC

THE MATERIAL

KEEP IT BRIEF	About 10 minutes should be enough to make a complete presentation.
LIMIT YOUR POINTS	Four or five points within a 10 minute speech is about right. Speak fully on one point, move on to the next.
MAKE IT CLEAR	Clarity and conciseness are the keys to effective speech.
KEEP TO SPECIFICS	Avoid generalizations and abstractions. Make affirmative, concrete statements about your subject.
USE EXAMPLES FREELY	Draw upon actual experiences or incidents to illustrate a point.

THE PRESENTATION

MAKE IT VISUAL	Slides, a display of student art work or photographs will give the audience a clear idea of what the arts program is about.
BE PREPARED	If you know your material thoroughly and are well-rehearsed, confidence will come more readily.
MAKE IT CONVERSATIONAL	Think of yourself as sharing your ideas with your audience, try to involve them. Let your enthusiasm for your subject come through.
USE VIGOROUS LANGUAGE	Try to use active verbs, colorful and interesting language.
GOOD DELIVERY IS CRITICAL	. Be friendly -- smile often . Make eye contact with as many in the audience as you can . Avoid addressing either the ceiling or the floor . Use a minimum of notes. Key words on note cards should suffice.
TRY TO STIMULATE DISCUSSION	As you go along, mention that you'd like your audience's views on this or that point when you've finished.
Q & A	Repeat all questions asked of you. This assures that everyone in the audience will know the question <u>and</u> it gives you time to frame your answer.

CHECK OUT YOUR VISUAL AIDS BEFOREHAND

. ARE SLIDES IN THE RIGHT ORDER?
. CAN THEY BE SEEN FROM EVERYWHERE IN THE ROOM?

With acknowledgment to: SUPPORT SCHOOL MUSIC -- a Community Campaign Kit from the American Music Conference

SUCCESSFUL ADVOCACY IS THE RESULT OF A UNITED EFFORT

3

ARTS ADVOCAY MEANS ACTION!

ARTS ADVOCACY MEANS ACTION

FUNDING FOR ARTS PROGRAMS IN SCHOOLS.
A SERIOUS PROBLEM TODAY.

SERIOUS FOR STUDENTS, WHOSE EDUCATION SUFFERS.
SERIOUS FOR TEACHERS, WHOSE JOBS ARE AT STAKE.

FACED WITH THE CURRENT CRITICAL SITUATION, WHAT CAN YOU DO?
HOW CAN YOU AFFECT THE ALLOCATION OF EDUCATION DOLLARS?

HOW CAN YOU PROTECT YOUR JOB?

AGAIN, AS IN YOUR SUPPORT PROGRAMS, YOU MUST BECOME INVOLVED IN A TEAM EFFORT. YOU MUST BECOME ACTIVE!

PREPARING FOR ADVOCACY

KNOW YOUR STRENGTH

Legislators -- your local representatives -- are as dependent on your vote as you are upon the dollars they control.

A committed, articulate voter is very important to every elected official.

REACH OUT

To influence legislators, you must reach them. And the more you reach, the greater your influence.

ORGANIZE A TEAM

By now it's all too clear that if you're going to protect your job -- and preserve arts education -- you've got to do something. Where do you begin?

You begin by organizing an advocacy team. And you identify your objective.

- Is it to initiate a bill?
- Is it to modify a bill that's already been proposed?
- Is it to react -- positively or negatively -- to legislation currently under consideration?

IDENTIFY RESPONSIBILITIES

Whether you are working in your town only or are part of a district-wide effort, your team must have a coordinator.

And every member of the team must have a clearly defined function.

KEEP YOUR COORDINATOR INFORMED

The role of the coordinator is:

- . to receive and disseminate information from everyone on the team
- . to establish links with other coordinators in every community in your district
- . to receive reports of calls or meetings with legislators
- . to keep a card file record of those calls or meetings
- . to maintain a record of legislators' positions in support of your cause: YES...NO...MAYBE

and, critical to your efforts,

- . to advise the advocator assigned to that bill ON THE STATE LEVEL:
  - of your team's programs and actions
  - of the legislators' contacted by your team
  - and of the legislators' positions.

COLLECT FACTS

Once your team is organized and has set its objective, your first step is to identify your legislative district.

The next step is to identify the representatives from that district.

A N.J. LEGISLATURE ROSTER OF MEMBERS
can be obtained from:

Legislative Information Service
Division of Legislature
Information & Research
State House
Trenton, New Jersey 08625

800-792-8630

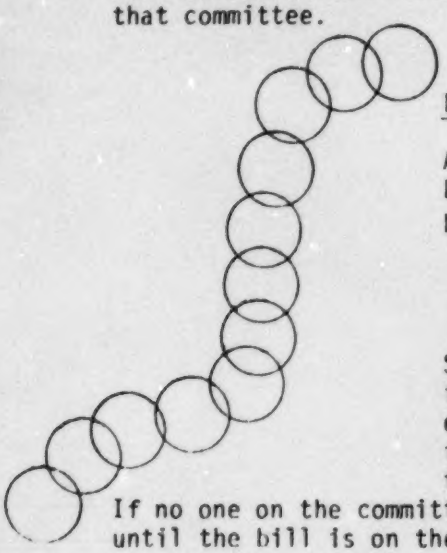
The Legislative Information Service:

- . distributes a calendar of legislative events (sessions, public hearings, etc.)
- . fills requests for copies of bills and other legislative documents
- . and answers all queries.

All it takes is a toll-free phone call.

COLLECT MORE FACTS

Find out which committee is dealing with the bill. Identify the numbers of that committee.



FIND LINKS

Are any of the committee members from your district? Does anyone on your team know any of the legislators personally or professionally?

Since the most effective way to deal with a legislator is through someone he knows, or, a special interest project or organizations that he or she may be actively involved in-- that person or organization is your link-- the one to contact the legislator immediately.

If no one on the committee is from your district, however, you will have to wait until the bill is on the floor of the legislature to make your contacts.

EXPRESS YOUR OPINION

A meeting with a legislator is best. If that's not possible, a phone call is next best. And if that doesn't work out, write an individually handwritten or typed letter stating your position. NEVER A FORM LETTER!

KNOW YOUR POSITION

The purpose of your meeting, call or letter should be to express your -- and your group's -- well thought-out position on a piece of proposed legislation...for or against.

> THE TIME TO ZERO IN ON A BILL IS IN ITS EARLY STAGES, WHILE IT'S STILL UNDER DISCUSSION BUT HASN'T YET REACHED THE FLOOR.

EXERT PRESSURE

The more calls and letters a legislator receives on behalf of your position, the greater the pressure.

Enlist support from everyone: parents, the community, social and civic groups, faculty, administrators.

Use the roster you compiled of "Friends of the Arts" and your list of "Who's Who in Other organizations" as sources of supporters. (See HOW TO DO IT on page 10)

JOIN FORCES

Ally yourself with state groups and other districts. Work with your professional organization.

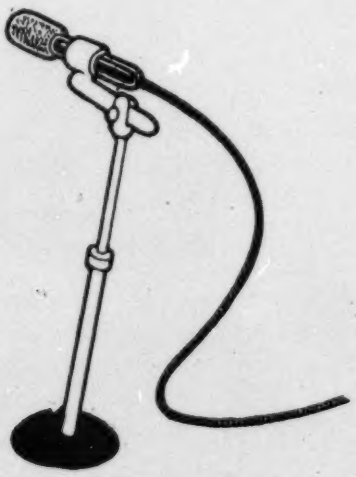
The only way to make an impact is through a united effort.

WORK WITH THE ADVOCATOR ON THE STATE LEVEL. KEEP THAT PERSON INFORMED OF EVERY CONTACT WITH A LEGISLATOR...AND THE RESULTS OF THAT CONTACT.

See HOW TO DO IT on page 17
RESOURCE DIRECTORY OF ADVOCACY GROUPS

KEEP THE ARTS VISIBLE AT ALL TIMES

In conjunction with your advocacy activities, continue to emphasize the active role of the arts in the school curriculum through newspaper stories.



AND DON'T FORGET RADIO AND TV

If editorial or public service announcement spots are available on radio or TV stations, book them.

Cable TV is another important source for visibility. Mandated to air community programs, cable networks are eager to showcase educational projects.

PROMOTE YOUR SPEAKERS BUREAU

Offer to supply speakers on the pending legislation to every group on your list.

APPEAR BEFORE THE LEGISLATURE

The most direct influence your team can exert is through expert testimony at legislative hearings.

See Chapter #4: YOU CAN INFLUENCE LEGISLATION on page 18

3

HOW TO DO IT #3

RESOURCE DIRECTORY OF ADVOCACY GROUPS

STATE LEGISLATURE INFORMATION

NEW JERSEY EDUCATION ASSOCIATION
180 W. State Street
P.O. Box 1211
Trenton, NJ 08607

Norman Goldman or Dr. Susan Brainerd
609-599-4561

STATE GROUPS

ALLIANCE FOR ARTS EDUCATION NEW JERSEY
531 - B Stevens Avenue
Ridgewood, NJ 07450

Lynne Kramer, President
201-444-5753

HUDSON COUNTY DIVISION OF
CULTURAL & HERITAGE AFFAIRS
NJ COALITION FOR ARTS & HUMANITIES
595 Newark Ave.
Jersey City, NJ 07302

Charles K. Robinson, Director
201-659-5062

NEW JERSEY ART EDUCATORS
445 Wyoming Ave.
Millburn, NJ 07041

Judy Gross
201-379-1566

N.J. COMMITTEE ARTS FOR THE HANDICAPPED
5 Pierce Court
East Brunswick, N.J. 08816

Nancy Pawliger, Director
(201) 745-2788

NEW JERSEY ASSOCIATION OF SCHOOL
ADMINISTRATORS
Ridgewood Public Schools
49 Cottage Place
Ridgewood, NJ 07456

Dr. Sam Stewart, Supt.
201-444-9600

NEW JERSEY MUSIC EDUCATORS ASSOCIATION
Pequannock Township Schools
493 Pompton Turnpike
Pompton Plains, NJ 07444

Dr. Alyn Heim
201-835-5800

NEW JERSEY TEEN ARTS PROGRAM
841 Georges Rd.
North Brunswick, NJ 08902

Barbara Russo
201-745-2788

STICK TO THE HARD FACTS

4

ADVOCACY: YOU CAN INFLUENCE LEGISLATION

ADVOCACY: YOU CAN INFLUENCE LEGISLATION

THERE ARE TWO PATHS TO ADVOCACY.

THE FIRST IS TO REACT TO A BILL BEFORE IT REACHES THE FLOOR OF THE LEGISLATURE, WHILE IT'S STILL UNDER DISCUSSION.

See HOW TO DO IT on pages 23 & 24 BECOMING ACTIVE IN LEGISLATIVE MATTERS

ONCE THE BILL REACHES THE FLOOR, THE ADVOCATE'S NEXT PATH IS TO ARRANGE FOR AN APPEARANCE BEFORE THE COMMITTEE HEARING THE BILL.

THIS IS WHEN EXPERT TESTIMONY IN SUPPORT OF YOUR POSITION IS GIVEN.

ADVOCACY: BEFORE THE BILL REACHES THE FLOOR

DETERMINE THE COMMITTEE

Learn which committee is discussing the bill by calling the NJEA, the State Organization monitoring the bill, or the Legislative Information Service at 800-792-8630.

IDENTIFY COMMITTEE MEMBERS

Use the same sources as above.

IDENTIFY POTENTIAL SUPPORTERS

Either through the staff of the sponsor of the bill or by reviewing voting records, identify legislators who are:

- PRO - will vote your way
- ANTI - will not vote your way
- MAYBE - are not committed

PROVIDE INFORMATION

Supply legislators with information and materials in support of your position.

Most state legislators have small, inadequate staffs. If there's something you want them to know, you'll have to provide the data.

ENLIST ALL THE SUPPORT YOU CAN

Calls and letters of support are essential.

Strive for as wide a range of support as possible...key business and civic groups, professional associations, educators at all levels.

Encourage and support those you know to be on your side and, even more important, reach those you want to win over...the NO's and the MAYBE's.

See HOW TO DO IT on page 22 LETTERS TO LEGISLATORS

KEEP THE STATE ORGANIZATION INFORMED

It's absolutely critical that your coordinator report back to the advocator on the state level all letters written and calls made, along with the results of each of those contacts.

REINFORCE LEGISLATORS

Release articles highlighting legislators' support of your bill.

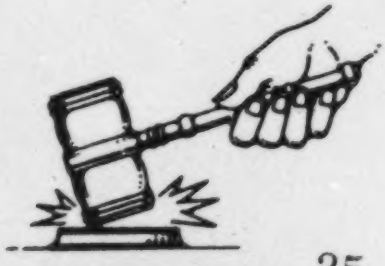
INVITE LEGISLATORS TO YOUR GROUP

Invite supportive legislators to attend a meeting and speak before your group. Make every effort to ensure good attendance, especially of constituents.

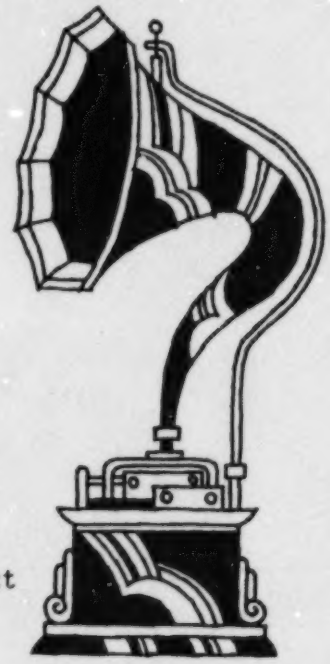
ADVOCACY: WHEN YOUR BILL IS TO BE DEBATED ON THE FLOOR

ARRANGE FOR AN APPEARANCE

As soon as you learn your bill is going to be debated in the legislature, contact the specific committee staff and ask to appear at the hearing.



ASK FOR PARTICULARS



. Get the date and time your experts will appear
. Find out how much time each speaker will have
. Determine how many experts you may bring in

SELECT YOUR EXPERTS

. Choose your speakers carefully
. Coordinate their testimony to avoid duplication

BACK UP YOUR EXPERTS

. Provide all the hard facts you can
. Encourage your speakers to stick only to the facts
. Advise them to keep their testimony brief, simple, and direct

PREPARE YOUR EXPERTS FOR QUESTIONS

Make sure each expert knows his/her subject thoroughly and is prepared to answer any question that might be posed.

COPIES OF TESTIMONY

Typed copies of testimony should be distributed before the hearing to:

. committee chairman
. key sponsor
. minority and majority leaders

Copies of testimony go to rest of the committee at the time of the hearing.

MEET WITH KEY SPONSORS

Whenever possible, arrange to have experts meet with key sponsor before the hearing.

Use the time to summarize main points of the testimony.

ACKNOWLEDGE EFFORTS

Always thank those who aided your cause...legislators, their staff, the community... whether or not you were successful.

4

HOW TO DO IT

SAMPLE LETTERS TO LEGISLATORS

TO "NO" LEGISLATOR

Honorable _____
The State Senate
State House
Trenton, NJ 08626

or HONORABLE _____
The State Assembly
State House
Trenton, NJ 08626

Dear Senator _____:

or Dear Mr. _____:

As a constituent, I am deeply disturbed to learn of your support of Bill (#) before the _____ Committee, to reduce allocations to arts programs in public schools by ___ percent.

I am convinced that the education of all public schoolchildren will be seriously and negatively affected by this proposed reduction. The quality of their education will suffer not only in the arts, but in their basic studies as well. As the arts are taught today, they are an integral part of the total school curriculum and, as such, contribute to learning and understanding in all areas.

This concern is not mine alone. It is shared by # hundred parents in (town) _____, all equally distressed by the implications of Bill (#).

I urge you to preserve the quality of education of children in our district as well as throughout New Jersey by opposing the reductions set forth in Bill (#) and by recommending the same course of action to other members of the _____ Committee.

TO "MAYBE" LEGISLATOR

As a constituent, I would like to express to you my opposition to Bill (#) before the _____ Committee, to reduce allocations to arts programs in public schools by ____ percent.

SAME AS ABOVE

TO "YES" LEGISLATOR

As a constituent, I would like to express to you my gratitude for opposing Bill (#) .

SAME AS ABOVE

Once again, thank you for opposing efforts to undermine the quality of education in our state. I urge you to enlist opposition to Bill (#) from the other members of the _____ Committee.

How to Do It #4

4

METHODS OF STARTING LEGISLATIVE INTEREST IN A BILL

1. Five to six original letters start a file in a legislator's office.
2. Twelve or more letters brings the file to the top of the desk.
3. Hand-written letters attract more attention than typed letters (especially those which look too professional.)
4. NEVER send standardized letters.

OBTAINING COMMUNITY SUPPORT

1. Identify outstanding citizens in your community who are supportive of your view points and are known by the legislators (if only on a social basis.)
2. Identify individuals whose expertise is respected by the legislators in their communities.
3. Identify individuals who personally know the legislator or who directed their campaigns.
4. Get as much media visibility as possible without overdoing it.
5. Get support of community leaders.
6. Identify with other disciplines who may be affected by the legislation. WORK TOGETHER.

SUPPORT PEOPLE

1. Directors of Art Museums.
2. Directors and Conductors of Symphonies.
3. Directors of Community Theatres.
4. Business People, Bank Presidents, Artists, etc., who have a definite interest in the Fine Arts, and who are articulate about the Arts.

4

BECOMING ACTIVE IN LEGISLATIVE MATTERS

1. Always write as an individual citizen without reference to your academic position - unless you are the President of an organization stating the views of your organization.

2. Contact your representative's local office to get a copy of a particular Bill (Usually costs approximately 15¢ per page.)

3. Read the Bill yourself so you know the facts.

4. Be ready to explain clearly the implications of the Bill (Pro or Con.)

PROBLEMS RELATED TO LEGISLATORS

1. They usually are personally committed to certain Bills which they work especially hard to pass.

2. Many legislators are pressed for time and may not read Bills closely. They often rely on chairs of Committees to be experts.

3. Legislators become very nervous about media publicity which is anti a Bill.

4. Many legislators have special interest groups and other Lobbyists putting pressure on them. You need to learn about these groups' desires.

With acknowledgement to:
Associate Dean Bill D. Francis
University of Texas at Austin and the
Texas Art Education Association.

ARTS RESOURCES ARE NEARBY

5

ARTS
RESOURCES
MEAN
INVOLVEMENT

ARTS RESOURCES

On the following pages are lists of resources. Contact the arts organizations and agencies that are nearby. Find out how you can become involved in events they are sponsoring.

A special thank you to the Educational Improvement Center-Central's Arts Education Task Force Subcommittee on Arts Advocacy. They assisted in compiling the resource information. Committee members Jacquie Rubel and Barbara Beaulieu have worked diligently on providing this information.

ARTS RESOURCES

ATLANTIC COUNTY OFFICE OF CULTURAL AFFAIRS
Jeffrey Pergament, Coordinator
628 Guarantee Trust Building
Atlantic Avenue
Atlantic City, NJ 08401
609-345-6700, ext. 243

SALEM COUNTY CULT. & HERITAGE COMM.
Bill Marks, Chairman Arts Committee
Salem County College
Penns Grove, NJ 08069
609-299-2100

BERGEN COUNTY OFFICE OF CULTURAL
AND HISTORIC AFFAIRS
Ruth Van Wagoner, Administrator
355 Main Street, Room 101
Hackensack, NJ 07601

Wm. J. Nawrocki, Chairman
Cultural & Heritage Commission
201-646-3396

BURLINGTON COUNTY CULTURAL & HERITAGE COMM.
David Miller, Administrator
49 Rancocas Road
Mount Holly, NJ 08060

Susan Braoman, Chairman
609-261-5068

CAMDEN COUNTY CULTURAL & HERITAGE COMM.
Gail Greenberg, Executive Director
Hopkins House
South Park Drive & Shady Lane
Haddon Township, NJ 08108

Carlton W. Rowand, Chairman
609-858-0040

ARTS COUNCIL OF NORTHWEST ESSEX
Mary Lou Johnson, Executive Director
Montclair State College - Life Hall
Valley Road
Upper Montclair, NJ 07043
201-744-1717

CAMDEN COUNTY HISTORICAL SOCIETY
c/o Camden County Museum
Park Blvd. & Euclid Avenue
Camden, NJ 08103
609-964-3333

CAPE MAY CULTURAL & HERITAGE COMM.
Mrs. S. Henry Vance, Chairwoman
35 Romney Place
P.O. Box 95
Cape May Court House, NJ 08210
609-465-5937

OCEAN CITY CULTURAL ARTS CENTER
Frances Taylor
409 Wesley Avenue
Ocean City, NJ 08226
609-399-7628

CUMBERLAND COUNTY CULTURAL & HERITAGE
COMMISSION
Audrey M. Napp
Chestnut Square Apartments
33 Chestnut Avenue, #206
Vineland, NJ 08360
609-691-8572

DIVISION OF ARTS & CULTURE
Dept. of Parks, Recreation &
Cultural Affairs
Elizabeth Del Tuffo, Arts Administrator
Parks Dept.
115 Clifton Avenue
Newark, NJ 07104
201-482-6400

MIDDLESEX COUNTY CULTURAL & HERITAGE
COMMISSION
Jeffrey A. Kesper, Administrator
County Administration Annex
841 Georges Road
North Brunswick, NJ 08902

Dr. Philip Levy, Chairman
201-745-2788

GLOUCESTER COUNTY CULTURAL & HERITAGE COMMISSION
Carl Chance, Chairman
c/o County Courthouse
Woodbury, NJ 08096
609-468-5000

HUDSON COUNTY DIVISION OF CULTURAL AND HERITAGE AFFAIRS
Charles K. Robinson, Director
595 Newark Avenue
Jersey City, NJ 07302
201-659-5062

HUNTERDON COUNTY CULTURAL & HERITAGE COMMISSION
Clarence F. Brasch, Chairman
114 Main Street
Flemington, NJ 08822
201-782-1091
201-995-7680 (Res.)

MERCER COUNTY CULTURAL AND HERITAGE COMMISSION
Linda Osborne, Director
c/o County Administration Building
640 Broad Street
Box 8068
Trenton, NJ 08650

Wm. Flynn Chairman
609-989-6701

ARTS COUNCIL OF THE MORRIS AREA
Barbara Keefauver, Director
Embury Hall
Drew University
Madison, NJ 07940
201-377-6622

OCEAN COUNTY CULTURAL & HERITAGE COMMISSION
Kevin McGorty, Executive Director
38 Hadley Avenue
Toms River, NJ 08753

Pauline Miller, Chairman
201-244-2121, ext. 2200

GREATER PATERSON ARTS COUNCIL
Howard Sterling, Executive Director
39 Broadway
Paterson, NJ 07505
201-345-6911

MIDDLESEX COUNTY ARTS COUNCIL
Estelle Hasenberg, Executive Director
37 Oakwood Avenue
Edison, NJ 08817
201-549-4684

MONMOUTH COUNTY HERITAGE COMMITTEE
Helen Romaine Scafidi, Chairwoman
Hall of Records
Freehold, NJ 07728
201-431-7413

MONMOUTH ARTS COUNCIL
Jack Burke, Administrator
99 Monmouth Street
Red Bank, NJ 07701
201-842-9000

MORRIS COUNTY HERITAGE COMMISSION
Mrs. Richard Doremus, Chairwoman
Schoolhouse Lane
Morristown, NJ 07960
201-267-5005

SUSSEX COUNTY CULTURAL & HERITAGE COMMISSION
Warren Commings, Chairman
82 Main Street
Newton, NJ 07860
201-383-6010

SUSSEX COUNTY ARTS COUNCIL
John Bennet, President
P.O. Box 502
Newton, NJ 07860

Virginia Muldoon, Secretary
201-347-2434

SUSSEX COUNTY HISTORICAL SOCIETY
Clifford Ott, President
82 Main Street
Newton, NJ 07860
201-383-6010

SALEM COUNTY CULTURAL &
HERITAGE COMMISSION
Robert Laird III
354 Grant Street
Salem, NJ 08079
609-935-2871

WARREN COUNTY CULTURAL &
HERITAGE COMMISSION
Earle Yohe
RD #2, Box 190
Phillipsburg, NJ 08865
201-475-4077

UNION COUNTY CULTURAL & HERITAGE
PROGRAMS ADVISORY BOARD
Betty Pate, Director
300 North Street
Westfield, NJ 07090
201-233-7906
201-232-9473 (Res.)

For additional information contact:

NEW JERSEY STATE DEPARTMENT OF EDUCATION
225 West State Street
Trenton, NJ 08625
Dr. Susan Brainerd, Arts Education Consultant
609-292-8776

EDUCATIONAL IMPROVEMENT CENTER-NORTHWEST
202 Johnson Road
Building 3
Morris Plains, NJ 07950
Dr. Jeffrey Fuller
201-539-0331

EDUCATIONAL IMPROVEMENT CENTER-NORTHEAST
2 Babcock Place
West Orange, NJ 07052
Dr. Sylvia Roberts
201-731-8400

EDUCATIONAL IMPROVEMENT CENTER-CENTRAL
3684 Route #1 Building #1
Princeton, NJ 08540
Carol Sterling
609-452-2258

EDUCATIONAL IMPROVEMENT CENTER-SOUTH
207 Delsea Drive
Route #47, R.D. #4, Box 209
Sewell, NJ 08080
Polly Davis
609-228-6000

ARTS RESOURCES

TEEN ARTS FESTIVALS AND COORDINATORS
As of March 25, 1981

NEW JERSEY STATE TEEN ARTS FESTIVAL

Jane M. Eilbacher
New Jersey State Teen Arts Program
841 Georges Road
North Brunswick, NJ 08902
201-745-2788

*June 2, 3, & 4,
Cosponsored by Rutgers University
Mason Gross School of the Arts
and held in New Brunswick,
on the Douglass College campus

ATLANTIC

Atlantic County Teen Arts Festival
Richard Garrick
609-266-0693
Jeff Pergament
609-345-6700, ext. 243
Atlantic County Allied Arts Council, Inc.
628 Guarantee Trust Bldg.
Atlantic City, NJ 08401

*April 30
Atlantic Community College

BERGEN

Karin Lochner (contact person)
Bergen County Office of Cultural
and Historic Affairs
355 Main St.
Hackensack, NJ 07601
201-646-3072

Bergen County Community College
Cosponsored by
Bergen County Superintendent's Ofc.

BURLINGTON

Burlington County Teen Arts Festival
Carmen Clemons
Burlington County Cultural and
Heritage Commission
49 Rancocas Rd.
Mount Holly, NJ 08060
609-267-3300, ext. 5959

*April 30 & May 1
Burlington County College

CAMDEN

Camden County Teen Arts Festival
Jean Seidel
Camden County Cultural and
Heritage Commission
Hopkins House
So. Park Dr. & Shady La.
Haddon Township, NJ 08108
609-858-0040

*May 15 & 16
Rutgers University/Camden

ESSEX

Essex County Teen Arts Festival
Kris Philipps
Fine Arts Department
Rutgers University/Newark
Newark, NJ 07102
201-648-5600

*May 8
Rutgers University/Newark
Cosponsored by
Essex County Superintendent's Ofc.
& Essex County Parks, Recreation
& Cultural Affairs

GLOUCESTER

Gloucester County Teen Arts Festival
Joan Smith
Liberal Arts Department
Gloucester County College
Tanyard Rd., Deptford Twp.
Sewell PO, NJ 08080
609-468-5000, ext. 206

*April 1
Gloucester County College

HUDSON

Chas. Robinson
County Cultural-Heritage Comm.
595 Newark Ave.
Jersey City, NJ 07306
201-981-293

Bill Suloka
c/o County Supt. of Schools Ofc.
555 Duncan Ave.
Jersey City, NJ 07306
201-792-3737

HUNTERDON

Hunterdon County Teen Arts Festival
B. J. Fedor
Delaware Valley Regional High School
RD #1, Box 93
Senator Stout Rd.
Frenchtown, NJ 08825
201-996-2131

*April 29 & 30
Delaware Valley Reg. High School

MERCER

Mercer County Teen Arts Festival
Rosemarie Flynn
Office of Cultural Events
Mercer County Community College
P.O. Box B
Trenton, NJ 08690
609-586-4800

*April 27, 28, & 29
Mercer County Community College
Cosponsored by
Lawrence Arts Council

MIDDLESEX

Middlesex County Teen Arts Festival
Maxine Roisen
Middlesex County Cultural and
Heritage Commission
841 Georges Rd.
North Brunswick, NJ 08902
201-745-2788

*April 30 & May 1
College of Medicine & Dentistry
of NJ/Rutgers Medical School
Piscataway

MONMOUTH

Monmouth County Teen Arts Festival
Chuck Steiner
Monmouth Arts Center
99 Monmouth St.
Red Bank, NJ 07701
201-842-9000

*May 5-9
Monmouth Mall

MORRIS

Morris County Teen Arts Festival
Angelo Castellano
Morris Hills Regional High School
West Main St.
Rockaway, NJ 07866
201-627-3500

*May 17 & 18
County College of Morris

OCEAN

Ocean County Teen Arts Festival
Sidney Rothman
Kevin McGorty
Ocean County Cultural and
Heritage Commission
38 Hadley Ave.
Toms River, NJ 08753
201-244-2121, ext. 2200

*April 16
Ocean County College

PASSAIC

SALEM

Salem County Teen Arts Festival
Judy Marraccini
William G. Mark
Office of Community Affairs
Salem Community College
Box 551
Penns Grove, NJ 08069
609-299-2100, ext. 239

*May 2
Salem Community College

SOMERSET

Somerset County Teen Arts Festival
Midge Guerrera
NJ Center for the Performing Arts
17 Division St.
Somerville, NJ 08876
201-526-6074

*March 27
Somerset County College

SUSSEX

Sussex County Teen Arts Festival
Stella Trikouros
20 Heritage Dr.
Sparta, NJ 07871
201-729-6042

*April 10 & 11 (Fri. eve & Sat. day)
Sussex County Vo-Tech. High School

UNION

Anita Pestcoe (contact person)
Department of Human Resources
Division of Youth Services
210 W. St. George Ave.
Linden, NJ 07036
201-925-3200, ext. 310

UNION REGIONAL FESTIVALS

Clark Public & Private Schools
Teen Arts Visual Art Exhibit
Emy Yeckel
9 Acken Dr.
Clark, NJ 07066
201-388-5918

*Week of March 9
Clark Public Library

Summit, New Providence and
Berkeley Heights Teen Arts
Festival
Muggins Badgley
25 Ashland Rd.
Summit, NJ 07901
201-273-1782

*April 2 - Summit High School
*April 4 & 5 - Summit Arts Center

WARREN

Please contact your Regional or County Festival Coordinator for more details. If no name is listed for your county, contact the New Jersey State Teen Arts Program office for updated information: 201-745-2788.

Individuals/organizations interested in coordinating a County Teen Arts Festival, or in acting as a contact person for future correspondence, are urged to contact the Program Directors, who are available for consultation, identification of resources, and assistance in planning future festivals. However, a coordinated leadership effort must be initiated from within the county.

*All dates approximate